

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ SAIS Number: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Month/Year

**LEVEL I, FORM 3-W  
WRITING**

**AIMS-A PERFORMANCE EVALUATION**

**Grade 10\***

*\*Unless IEP determines continuation in Grades 11 and 12 until graduation*

**SCORING:** Use the Analytic Scoring tool (AST) to determine the score for each essential skill the student demonstrates. Write the score obtained in the corresponding column. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

**FUNCTIONAL (Ages 3-21)**

*Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word visual or tactual means, students know and are able to do the following:*

<b>STANDARD: WRITING</b>	<b>Comment</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>1. Reach for objects. W-FS1 PO 1.</b>					
<b>2. Grasp/hold objects and use in intended manner (e.g., spoon--use to eat; marker- use to write). W-FS1 PO 2.</b>					
<b>3. Perform increasingly complex fine motor tasks using a variety of objects (e.g., fasteners, clothespins, door knobs) W-FS1 PO 5.</b>					
<b>4. Stabilize objects with one body part (e.g., hand, elbow, foot) or any adaptive means while manipulating the object with other body parts or any adaptive means (e.g., hold paper and write, stabilize and wind up kitchen timer). W-FS1 PO 6.</b>					
<b>5. Mark on paper within boundaries (e.g., drawing, illustrating, imitating modeled strokes, tracing). W-FS2 PO 1.</b>					

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<b>FORM 3-W Writing continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>6. Copy letters</b> ( <i>e.g., using computer keyboard, Braille, or print.</i> ) <b>W-FS2 PO 2.</b>					
<b>7. Produce letters spontaneously</b> ( <i>e.g., using computer keyboard, Braille, or print.</i> ) <b>W- FS2 PO 3.</b>					
<b>8. Print first and last name from model</b> ( <i>e.g., using computer keyboard, Braille, or print.</i> ) <b>W-FS3 PO 1.</b>					
<b>9. Print simple words and sentences from model.</b> <b>W-FS3 PO 2.</b>					
<b>10. Write numerals 0-9 from model. W-FS3 PO 3.</b>					
<b>11. Print address and phone number from model.</b> <b>W-FS3 PO 4.</b>					
<b>12. Print first and last name, address, and phone number when needed without a model. W-FS3 PO 5</b>					
<b>13. Print simple words and sentences without a model.</b> <b>FS3 PO 6.</b>					
<b>14. Write numerals 0-12 without a model. W- FS3 PO 7.</b>					
<b>15. Provide name and/or address and/or phone number in a designated area</b> ( <i>e.g., mark an X for signature, use a rubber name stamp for name and/or address and/or phone number.</i> ) <b>W-FS3 PO 8.</b>					
<b>16. Make lists</b> ( <i>e.g., pictorial/word shopping list.</i> ) <b>W-FS4 PO 1.</b>					

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<b>FORM 3-W Writing continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>17. Document events around a specific topic</b> ( <i>e.g., retell story, experiences, movie, or write in journal</i> ). <b>W-FS4 PO 2.</b>					
<b>18. Write own name on personal work. 2W-R6 PO 9.</b>					
<b>19. Participate in writing a variety of functional text</b> ( <i>e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, and graphs/tables</i> ). ( <i>See 3R-R2; 2M-R1</i> ) <b>3W-R3 PO 1.</b>					